School Improvement Workshop 2005-06
Kim Larson, NE Dept. of Education

Improving Reading Instruction

"Although research in reading comprehension instruction is incomplete and still developing, most educators agree that competent comprehenders exhibit a set of discernible characteristics. Researchers have found that competent readers actively construct meaning through an integrative process in which they "interact" and "transact" with the words on the page, integrating new information with preexisting knowledge structures. Furthermore, a reader's prior knowledge, experience, attitude, and perspective determine the ways that information is perceived, understood, valued, and stored."

(Flood, Lapp, Fisher, 2003)

Fluency Instruction

What is fluency?	"The ability to read a text quickly, accurately, and with proper expression" (National Reading Panel, 2000) Fluent reading . . . "has to sound like the language you are reading" – "sounds like talking" – "the speed of language- not speed readers" (Shanahan, 2005) "Automaticity-rapid and accurate word recognition-leads to fluency. Fluency- the ability to read smoothly and easily at a good pace with good phrasing and expression-develops over time as students' word recognition skills improve. Students lacking fluency read slowly, a word at a time, often pausing between words or phrases; they make frequent mistakes, ignore punctuation marks, and read in a monotone. Fluent readers know the words automatically, and therefore move easily from word to word, spending their cognitive energy on constructing meaning." (Beers, 2003)
Why teach fluency?	"Fluency training improves reading comprehension- including silent reading comprehension." (Shanahan, 2005) "Research indicates that repeated readings lead not only to improvement in reading the passage but also to improvement in decoding, reading rate, prosodic reading, and comprehension of passages that the reader has not previously seen." (Rasinski, 2004) "For the reader, fluency requires good decoding skills, the strategies to orchestrate these in reading real text, and comprehension to monitor what is being read to make sure it sounds like language. For the teacher, listening to students read and charting their development in fluency is also a way to measure the effect of instruction and to provide input for further instructional planning." (Blachowicz et al. [in press] 2006)

Why teach fluency?	Oral Reading Fluency is correlated with reading comprehension because: 1) Both ORF and reading comprehension depend to some extent on efficiency of single word reading processes. 2) Both ORF speed and reading comprehension scores are influenced to some extent by the efficiency of comprehension processes that facilitate performance on both tasks. (Torgeson, May 2005) Across the definitions of fluency, we can identify two major ways that individual differences in ORF (as it is commonly measured) might be related causally to individual differences in reading comprehension ● Efficient, or automatic, identification of words allows a focus on the meaning of the passage. ● Comprehension processes themselves may contribute to individual differences in reading rate. These comprehension processes are shared between fluency and comprehension tasks. Conclusions from analysis of causal relations between ORF and reading comprehension: ● Interventions that focus directly on increasing oral reading fluency are likely to have an impact on performance on broad comprehension measures. ● However, the maximum impact from improvement in ORF will not be obtained unless work on ORF is embedded within a complete program that also stimulates and builds comprehension strategies, vocabulary, and reasoning skills. (Torgeson, September 2005)
How do you teach fluency?	Guided oral reading practice with repetition: ● Rereading up to criteria ● Reading a text 3 or more times for learning (sometimes up to 7) ● Use the same text for instruction/assessment- “use interesting text” Students benefit from: ● Modeling (same text) ● Assisted reading (reading along with a model) ● Guidance or feedback from a partner (teachers, peers, tutors, parents) ● Appropriate feedback ➔ Use the text that you want students to be reading -both narrative and expository ➔ Passages of 50-150 words, need lots of word repetition within and across selections ➔ 15-20 minutes instruction daily in lower grades (focused, short periods) (Shanahan, 2005) (Hasbrouck, 2005)

How do you teach fluency?	"If we emphasize speed at the expense of prosodic and meaningful reading, we will end up with fast readers who understand little of what they have read. Fluency instruction leads to impressive gains when it provides regular opportunities for expressive reading through assisted and repeated readings coupled with coaching; it doesn't require explicit reference to reading for speed. Students' reading rates will improve as they become naturally more efficient and confident in their ability to decode words." (Rasinski, 2004)
Fluency Assessment	End of year norms (+ or – 10 words acceptable range) Grade 1: 60 wcpm (words read correctly per minute) Grade 2: 90 wcpm Grade 3: 110 wcpm Grade 4: 125 wcpm Grade 5: 140 wcpm Grade 6: 150 wcpm (Shanahan, 2005) Typical oral reading rates: ● First grade: 30-70 ● Second Grade: 60-90 ● Third grade: 80-110 ● Fourth grade: 95-120 ● Sixth grade: 110-150 (Blachowicz , et al. [in press], 2006) Three purposes of fluency assessment: 1) **S*creening*** to quickly find students who may need intervention assistance in reading (an indicator- don't make decisions about students as readers based on this only) 2) **D*iagnosing*** fluency problems 3) ***Monitoring*** *progress* to determine if reading skills are improving (Hasbrouck, 2005)
Who should receive fluency instruction?	"Assess at all levels to see if they are at the 150 word level- if not, they need instruction in all grades- K-12. At the upper levels, students are rarely asked to read a text more than once. Don't have students read something again just to read it, make it worth their time to read it again. Use text that is authentic and relevant." (Pearson, 2005) (Valencia, 2005) "All students grades K-4, after that- only struggling readers." (Hiebert, 2005) (Shanahan 2005)

Vocabulary Instruction

Why teach vocabulary?

"Vocabulary is a hugely important factor influencing success in and out of school. It is central to reading, writing, communicating, and probably thinking."

"The vocabulary learning task is huge. The average high school graduate probably knows 50,000 words."

"Many students of poverty, students who struggle with reading, and English-language learners have very small vocabularies. Hart and Risley (1995, 2003) estimate that by age 3, many less advantaged students have heard 30 million fewer words than their more advantaged peers."

"A vocabulary program likely to make a significant difference in the vocabularies of students must be a long term, multifaceted, and very powerful one."

"Listening plays a special role in fostering vocabulary development in primary grade children, and building less advantaged students listening vocabularies is crucial."

(Graves, 2005)

➔ Linguistically "poor" first graders know 5,000 words; linguistically "rich" know 20,000 words (Moats, 2001)
➔ Once established, such differences are difficult to ameliorate (Biemiller, 1999; Hart & Risley, 1995)

(Beck, 2005)

NAEP assessment will now include a vocabulary component.
What will be tested on NAEP?

- Assess words characteristic of written language, not oral language
- Label generally <u>familiar</u> and broadly understood <u>concepts</u>, even if the words themselves are not familiar
- Stunning – not pretty
- Prosperous – not rich
- Demonstrate – not show
- Are required to build a sensible rendition of the text (and preferably linked to central ideas in the text)
- Are characteristic of grade level material (4, 8,12)

What won't be tested on NAEP?

- Words that are **narrowly defined** and not widely used
- Words that **label the main idea** of the text
- Words that are part of **most students speaking** vocabulary
- Words with meanings that are **readily derived from context**

(Pearson, 2005)

Graves' *Four-Pronged Vocabulary Program*

Each of these four elements are important for students at any grade level, but attention to each may vary according to level.

Time needed for teaching:

- For students with typical vocabularies- 1 hour per week
- For students with very small vocabularies- 30 min. per day, 3.5 hours per week

1) Frequent, Varied, and Extensive Language Experiences

- Reading, writing, discussion, listening
- Emphasis on these four modalities and the teaching/learning approaches used will vary over time
- With younger and less proficient readers, there is more discussion and listening and more teacher led work
- With younger and less proficient readers, it is important to realize that vocabulary growth must come largely through listening and discussion and not through reading
- With older and more proficient readers, there is more reading and writing and more independent work
- Shared book reading/interactive oral reading is currently the most widely suggested strategy for building student's oral vocabularies
    - Characteristics of effective read-alouds for building vocabularies
        - Both the readers and children are active participants
        - Involves several readings (at least 3)
        - Focuses attention on words
        - Reading is fluent, engaging, and lively
        - Deliberately stretches students and scaffolds their efforts
        - Employs carefully selected words and books

2) Teaching Individual Words

- There are many more words that might be taught than you can possibly teach, so you need to decide which words to teach
- Sources of words to teach include word lists, students, and upcoming reading selections
- Realize that there are various word learning tasks students face and that different word learning tasks often requires very different instruction
- Realize too that there are various levels of word knowledge and that some sorts of instruction promote deep and rich knowledge and others promote much more shallow knowledge

3) Teaching Word Learning Strategies

- Using context (students must be taught how to use context)
- Learning and using word parts (especially prefixes) – "a powerful tool to help kids figure out unknown words"

- ♦ Prefixes: these account for 62% of all prefixed words un-,re-, in/im/il/ir (not), dis-, non-
- ♦ Suffixes: these account for 76% of all suffixed words -s, -es, -ed, -ing, -ly, er/or

(White, Sowee, & Yanagihara, 1989; P David Pearson, 2005)

- Using glossaries and the dictionary

4) Fostering Word Consciousness (an awareness of interest in words and their meanings- integrates metacognition about words, motivation to learn words, and deep and lasting interest in words)

- Differs from grade to grade, vital at every grade
- Types of activities:
  - ♦ Prominently recognizing, promoting, and displaying vocabulary on a daily basis
  - ♦ Modeling, recognizing and encouraging adept diction
  - ♦ Promoting word play
  - ♦ Providing intensive and expressive instruction
  - ♦ Involving students in original investigations
  - ♦ Teaching students about words

Graves' *Four-Pronged Vocabulary Program*

"Get your students to like words- they must want to learn on their own in order to learn lots of them. You can't teach them all."

(Graves, 2002, 2005)

Wide Reading as a way to build vocabulary knowledge

- Begins with extensive reading in school (keep records of how much students read during a school week)
- Scaffolded Silent Reading
  The new SSR: Text, task, and time are scaffolded (Doesn't mean that "old" SSR doesn't also happen.) Keep records of words learned.

Elfrieda Hiebert's *Scaffolded Silent Reading*:

First Read

1. Say to students, "Before you read, think about what you already know about the topic. Also, look for two words that might be new and challenging. Underline these words."
2. Then ask students to read the passage silently. They may take as much time as they need.
3. After they read, tell students to write a few words or phrases that will help them remember what is important about the topic.

Second Read

1. Say to students, "Now I'm going to read aloud as you read along silently. Follow along with me."
2. Then, read the passage aloud at the target rate per minute.
3. Ask students, "What is one thing the author wants you to remember?"

Third Read

1. Say to students, "On the third read, your goal is to read as much of the passage as you can in one minute."
2. Then, tell students to read silently as you time them for one minute. Tell them to circle the last word they read when you tell them to stop.
3. Ask students to write the number of words they have read at the bottom of the page. Then, ask them to review in their mind what is important to remember from the passage.
4. Utilize comprehension questions to check that students have understood what they have read.

Comprehension Instruction

Effective Readers

What are the habits and skills of effective readers in middle and high schools? When students are able to select appropriate skills to apply independently according to the task before them, strategic reading takes place. Then, learners employ independently cognitive processes that demonstrate that they are able to:

- Understand and use textbook aids
- Select strategies that insure effective processing of information
- Monitor their learning
- Reflect on their learning

Effective readers at the secondary level:

- Devote time to previewing material before reading
- Seek to control the time, place, and location best suited for their learning
- Develop multiple learning strategies that apply to a variety of reading assignments
- Understand their ability to concentrate and adjust their reading times into smaller units
- Employ techniques to recite, retell, or summarize orally what they are reading
- Engage in a process of "self-talk" to identify important statements and text structure that aid comprehension
- Engage in reflective questioning to ensure an active processing of the material

(Daggett, International Center for Leadership in Education, 2003)

The National Assessment of Educational Progress (NAEP 2002) rubric describes a **"basic" eighth grade reader** as one that is able to:

- Demonstrate a literal understanding of what they read
- Make some interpretations
- Identify specific aspects of the text that reflect overall meaning
- Extend the ideas in the text by making simple inferences
- Recognize and relate interpretations and connections

An **"advanced" eighth grade reader** is able to:

- Describe the more abstract themes and ideas of the overall text
- Analyze both meaning and form and support their analyses explicitly with examples from the text
- Extend text information by relating it to their experiences and world events

This is a significant indicator of both the importance of comprehension and the problems that older students face in reading and understanding complex materials in content areas.

(Kamil, 2003)

Comprehension Instruction in the Primary Grades	"Comprehension instruction in the primary grades is not only possible but wise and beneficial… to overall reading development." ● Comprehension improves when teachers provide explicit instruction in the use of comprehension strategies ● Comprehension improves when teachers design and implement activities that support the understanding of the texts that students will read in their classes ● Comprehension and decoding can exist side by side as instructional goals and valued student outcomes in an exemplary and comprehensive literacy program for primary grade children. (Pearson and Duke, 2002) How to develop comprehension abilities through instruction… ● Teach decoding skills ● Encourage the development of sight words ● Teach students to use semantic context cues to evaluate whether decodings are accurate ● Teach vocabulary meanings ● Encourage extensive reading ● Encourage students to ask themselves why the ideas related in a text make sense ● Teach self regulated use of comprehension strategies (Pressley, 2000)
Comprehension Instruction for Middle Grades and Beyond	"The panel strongly argued the need for two to four hours of literacy-connected learning daily. This time is to be spent with texts and a focus on reading and writing effectively. Although some of this time should be spent with a language arts teacher, instruction in science, history, and other subject areas qualifies as fulfilling the requirements of this element if the instruction is text centered and informed by instructional principles designed to convey content and also to practice and improve literacy skills." (Biancarosa and Snow*, Reading Next*, 2004) Based on the analysis of 203 studies of comprehension strategy instruction (mainly students fourth grade and above), NRP concludes that there are eight effective strategies for teaching comprehension skills: 1) **Comprehension monitoring** is the process by which readers decide whether or not they are understanding the text. 2) **Cooperative learning** allows students to learn while being engaged in the learning process with other students. 3) **Graphic and semantic organizers** (including story maps) are alternative representations of text, visual or special. 4) **Story Structure** refers to the common components in story (or narrative) text. 5) **Question Answering** is one of the post prevalent forms of comprehension assessment. It is also an effective comprehension strategy.

Comprehension Instruction for Middle Grades and Beyond	6) **Question Generating** is a technique that teaches students to create (and then answer) their own questions about a text. 7) **Summarization** is the result of reading the text and extracting the most important information from it. 8) **Multiple Strategies** The final category of research-supported strategies is not really a strategy, but rather the application of multiple strategies. Instructionally, students are taught to use combinations of strategies to assist in comprehending the text. (National Reading Panel, 2000) (Alvermann, 2001) (Kamil, 2003)
Signals to a Reader that Comprehension Needs Repair	Good readers know that when the following behaviors occur, it is time to stop and make a plan to repair meaning: ● The inner voice inside the reader's head stops its conversation with the text, and the reader only hears his voice pronouncing the words ● The camera inside the reader's head shuts off, and the reader can no longer visualize what is happening as she reads ● The reader's mind begins to wander, and he catches himself thinking about something far removed from the text ● The reader cannot remember or retell what she has read ● The reader is not getting his clarifying questions answered ● Characters are reappearing in the text and the reader doesn't recall who they are (Tovani, 2000)
Strategies that Improve Text Comprehension	Strategies that improve text comprehension ● Making connections to background knowledge ● Capitalizing on text structures ● Self-questioning (before, during, and after reading) ● Summarizing the most important information ● Creating mental images of text content (Brown, 2002) Applying what is known: ● Teach a few research-validated comprehension strategies well ● Analyze your students' needs ● Try to obtain a commitment from others to teach strategies ● Plan time for explicit instruction in specific strategies and their self-regulation ● Do not teach comprehension strategies in isolation ● Do not teach individual strategies in isolation from each other. ● Model use of strategies. ● Emphasize self-direction as well as teach strategies ● Give clear and specific explanations of strategy use ● Motivate students to use strategies ● Seize every opportunity to reinforce strategies use ● Provide guided practice

Strategies that Improve Text Comprehension	● Provide independent practice ● Heighten the profile of self regulated strategy use (Brown, 2002) Comprehension is a gradual, emerging process in which readers grow in comprehension abilities by processing texts in a generative manner, building on their own experiences, knowledge, and values. Eight categories of activities that have proven to be successful in helping students develop their comprehension abilities are discussed: ● Preparing for reading activities ● Developing vocabulary activities ● Understanding and using text structure knowledge activities ● Questioning activities ● Information processing activities ● Summarizing activities ● Note-taking activities ● Voluntary or recreational reading activities (Flood, Lapp, and Fisher, 2003) Strategic Readers of Informational Text ● Using knowledge and text clues to make predictions and to monitor and clarify or extend predictions ● Using internal and external features of informational text to predict and monitor ● Generating questions about informational texts ● Generating elaborations about text ● Organizing and reorganizing texts ● Summarizing text ● Combining information across texts ● Reflecting critically and personally on informational reading ● Using oral and written language to formulate, express, and reflect on ideas (Ogle and Blachowicz, 2002)

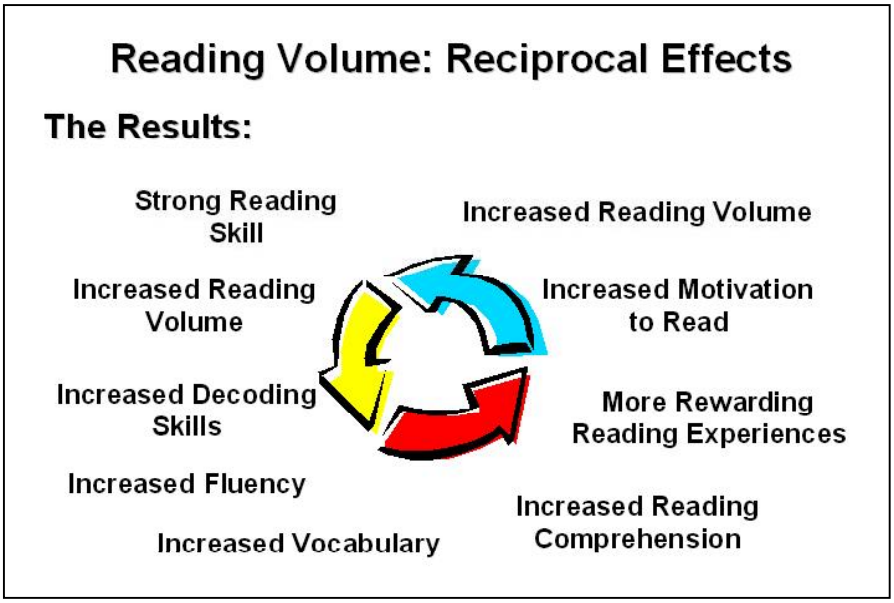
Other Elements to Include in a School Improvement Plan

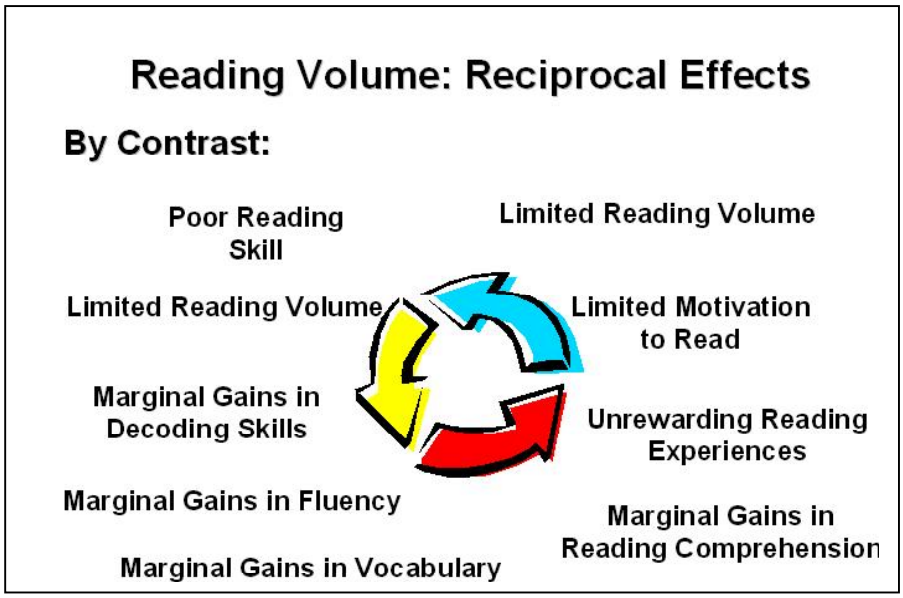
Effects of Wide Reading on Readers/Learners	"One of the critical mediating variable that causes major individual differences in the development of reading skill is the volume of reading experiences." The development of reading-related skills such as fluency, vocabulary, and reading comprehension leads to ● More enjoyable reading experiences ● Increased motivation and engagement in the reading process

Effects of Wide Reading on Readers/Learners

The Matthew Effect provides a model for understanding the mechanisms and processes that produce increasing divergence in reading ability and cognition.

The Matthew Effect





(Ann Cunningham, 2005)
(Stanovich, 1986, 1993, 2000)

"We see a cumulative advantage phenomenon in reading: The very children who have good vocabularies will read more, learn more word meanings, and read better."

(Stanovich, 1986, 2000)

Effects of Wide Reading on Readers/Learners

"Avid readers read a great deal. Almost all of this reading is silent. It is highly unlikely that a school career where all reading is oral will develop a habit of avid reading."

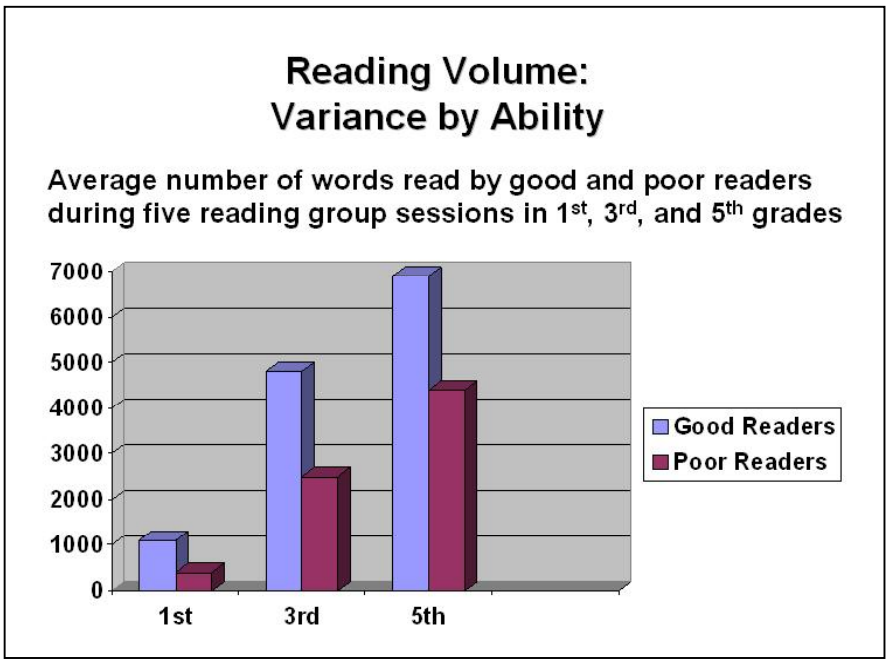
(Hiebert, 2005)

"According to the best estimates, upper elementary students should read 1,000,000+ words in school (i.e. about 25 min. per day) AND 1,000,000 words outside of school (about 20 min. a night, 4 nights a week)."

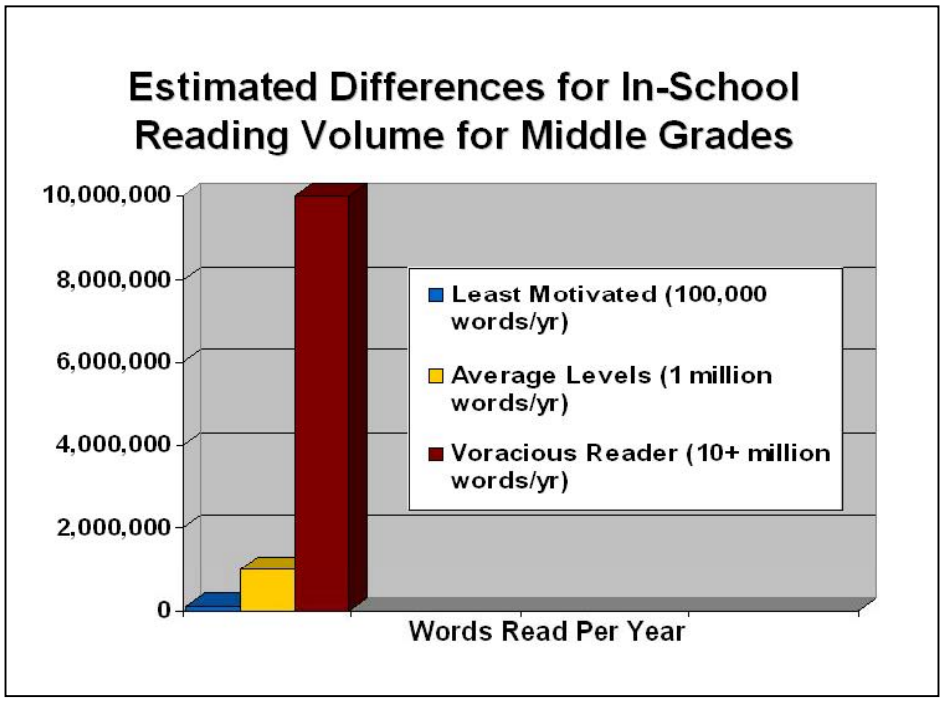
(Cunningham, 2005)
(Hiebert, 2005)

NAEP research:
"Students in eighth grade who reported reading more than 11 pages per day scored roughly 25 points higher than students who reported reading fewer than 5 pagers per day; 12tthe grade students who reported reading more than 11 pages per day scored roughly 30 points higher than students who reported reading fewer than 5 pages per day."

(Underwood & Pearson, 2004)



Effects of Wide Reading on Readers/Learners



"By way of preview, we simply assert that each of the models presented embody what must surely by now be commonsense assumptions of literacy instruction with no need for further documentation: When instruction is designed to engage students in more reading and in reading more widely than they might otherwise do, when instruction is planned so that students write about their reading, students build their capacity to comprehend."

(Underwood and Pearson, 2004)

Reading/Writing Connection

"When instruction is designed to engage students in more reading and in reading more widely than they might otherwise do, when instruction is planned so that students write about their reading, students build their capacity to comprehend."

(Underwood and Pearson, 2004)

"In the high achieving classrooms, there was a thorough integration of reading and writing. Consistently, students were asked to respond to what they read by writing. Moreover, students in the high-achieving classes did a great deal of reading of their own writing, especially their rough drafts, as part of revising. Writing assignments often involved research, which required students to find materials in the library (an other places), which were read. Then the students wrote about the topic by incorporating ideas from the materials that were found in the library. Such projects permitted an integration of reading, writing, and content learning, with cross-curricular connections very prominent in the high-achieving classrooms."

(Pressley, Allington, Wharton-McDonald, Collins Block, Mandel Morrow, 2001)

Reading/Writing Connection	"Many researchers have discussed the similarity of the writing process. It has been argued that in reading the student constructs meaning, whereas in writing the student reconstructs meaning. Jensen (1984) explained that 'both reading and writing process require similar abilities; similar analysis and synthesis- comparing and contrasting, connecting and reevaluating- the same weighting and judging of ideas'." (Flood, Lapp, and Fisher, 2003)
Notetaking	"Research confirms that higher levels of learning develop when students commit to a written response or analysis of their reading." (Allen, 2004) Recommendations from McRel's *Research Into Practice* Series: **1. Start with Notes Prepared by the Teacher** A good way to introduce note taking is to provide students with notes that can serve as a model for how they should organize the content in a given course. **2. Present Students with Different Formats for Note Taking** There is no one correct way to take notes. Strategies are intended to help students- not force them to use a particular strategy. Two common formats: – informal outline – webbing **3. Present a Combination Technique** Students structure their notes by dividing the page in half with a vertical line, leaving a strip at the bottom that cuts across the entire page. On the left side, students take notes in whatever fashion they wish. Periodically, students stop and make a graphic representation of their notes on the right side of the page. At the end of their note taking, or periodically throughout the process, students record summary statements of what they have learned in the space at the bottom of the page. (Marzano, Whisler, Dean, Pollock, 2000) For the learner, notetaking: ● Helps maintain attention ● Fosters interest in the topic ● Organizes the instruction ● Requires active participation ● Involves condensing and rephrasing, which enhances comprehension ● Aids in remembering the material taught ● Provides a written record for reference and review ● Gives evidence of active involvement in the lecture ● Provides opportunities for reorganizing the material For a variety of reasons, notetaking needs to be encouraged. Since it is a skill, it also needs to be practiced. Good notetaking can be learned. (Daggett, International Center for Leadership in Education, 2000)

Characteristics of Highly Successful Literacy Teachers' Classrooms	**Characteristics of Highly Successful Literacy Teachers' Classrooms** 1) Classroom full of books and writing materials 2) Children's compositions and illustrations about favorite books are prominently displayed 3) A wide variety of genre are available- informational text as well as literature 4) Ample opportunity to read on their own in self-selected books 5) Special book centers with places to read comfortably 6) Frequent visits to the library 7) Teacher-led discussions of books 8) Partnering with another child or parent (Pressley, Rankin, Yokoi, 1996) (Cunningham, 2005) And from Duke and Pearson… 1) A great deal of time spent actually reading 2) Experience reading real texts for real reasons 3) Experience reading the range of text genres that we wish students to comprehend 4) An environment rich in vocabulary and concept development through reading, experience, and above all, discussion of words and their meanings 5) Substantial facility in the accurate and automatic decoding of words 6) Lots of time spent writing texts for others to comprehend 7) An environment rich in high quality talk about text (Duke and Pearson, 2002)

Resources

Allen, Janet. Tools for Teaching Content Literacy. Portland, ME: Stenhouse Publishers, 2004.

Alvermann, Donna. *Effective Literacy Instruction for Adolescents: Executive Summary and Paper Commissioned by the National Reading Conference*. Chicago, IL: National Reading Conference, 2001.

Beck, Isabel. University of Pittsburgh. *Enhancing Students' Vocabulary Knowledge*. Lecture/Powerpoint. Summer Institute in Reading. University of California- Berkeley, June 24, 2005.

Beers, Kylene. When Kids Can't Read What Teachers Can Do: A Guide for Teachers 6-12. Portsmouth, NH: Heinemann, 2003.

Beers, Sue and Lou Howell. Reading Strategies for the Content Areas, Volume 2. Alexandria, VA: Association for Supervision and Curriculum Development (ASCD), 2005.

Biancarosa, Gina and Dr. Catherine Snow. *Reading Next: A Vision for Action and Research in Middle and High School Literacy- A Report from Carnegie Corporation of New York*. Washington, DC: Alliance for Excellent Education, 2004.
Available online <http://www.all4ed.org/publications/ReadingNext/ReadingNext.pdf>

Billmeyer, Rachel. Strategies to Engage the Mind of the Learner: Building Strategic Learners. Omaha, NE: Dayspring Printing, 2003

Blachowicz, Camille L. Z. et al. (in press). *Everybody Reads: Fluency as a Focus for Staff Development.* In Tim Rasinski, C.L.Z Blachowicz, and K. Lems (Eds.), Teaching Reading Fluency: Meeting the Needs of All Readers. New York: Guilford Press, 2006.
Powerpoints available online <www.illinoisreads.com>.

Blachowicz, Camille and Donna Ogle. Reading Comprehension: Strategies for Independent Learners. New York: Guilford Press, 2001.

Brown, Rachel. *Straddling Two Worlds: Self-Directed Comprehension Instruction for Middle Schoolers.* In Comprehension Instruction: Research-Based Best Practices. Cathy Collins Block and Michael Pressley, Eds. New York: Guilford Press, 2002.

Cunningham, Anne M. University of California, Berkeley. *The Developmental Benefits of Increasing Students' Reading Volume*. Lecture/Powerpoint. Summer Institute in Reading. University of California- Berkeley, June 21, 2005.

Daggett, Willard, Ed. Instructional Strategies: How to Teach for Rigor and Relevance. Rexford, NY: International Center for Leadership in Education, 2000.

Daggett, Willard, Ed. Leading with Reading in Grades 7-12. Rexford, NY: International Center for Leadership in Education, 2002.

Daggett, Willard, Ed. Instructional Reading In the Content Areas-Boosting Achievement in Grades 7-12. Rexford, NY: International Center for Leadership in Education, 2003.

Duke, Nell K. and P. David Pearson. *Effective Practices for Developing Reading Comprehension*. What Research Has to Say About Reading Instruction-Third Edition. Alan Farstrup and L. Jay Samuels, Eds. Newark, DE: International Reading Association, 2002.

Flood, James, Diane Lapp, and Douglas Fisher. *Reading Comprehension Instruction*. In Handbook of Research on Teaching the English Language Arts, Second Edition. James Flood, Diane Lapp, James Squire, and Julie Jensen, Eds. Mahwah, NJ: Lawrence Erlbaum Associates, 2003.

Graves, Michael. University of Minnesota. *Teaching 50,000 Words, and Erasing a 30 Million Word Gap*. Lecture/Powerpoint. Summer Institute in Reading. University of California- Berkeley, June 23, 2005.

Graves, Michael and Susan M. Watts-Taffe. The Place of Word Consciousness in a Research-Based Vocabulary Program. In What Research Has to Say About Reading Instruction, Third Edition. Farstrup, Alan and S. Jay Samuels, Eds. Newark, DE: International Reading Association, 2002.

Hasbrouck, Jan. Executive Consultant-Washington Statewide Reading Initiative. *Reading Fluency: Using Oral Fluency Norms for Key Instructional Decisions.* Lecture/Powerpoint. Summer Institute in Reading. University of California- Berkeley, June 20, 2005.

Hiebert, Elfrieda. University of California, Berkeley. *Which Words to Teach*. Lecture/Powerpoint. Summer Institute in Reading. University of California- Berkeley, June 22, 2005.

Hiebert, Elfrieda. University of California, Berkeley. *Vocabulary Instruction the Improves Comprehension and Thinking*. Lecture/Powerpoint. Nebraska Reading First Higher Education Conference. Cornhusker-Marriott, Lincoln, NE, September 9, 2005.

Kamil, Michael. *Adolescents and Literacy: Reading for the 21st Century*. Washington, DC: Alliance for Excellent Education, 2003.
Available online <http://www.all4ed.org/publications/AdolescentsAndLiteracy.pdf>

Kletzien, Sharon Benge and Mariam Jean Dreher. Informational Text in K-3 Classrooms: Helping Children Read and Write. Newark, DE: International Reading Association, 2004.

Marzano, Robert. Building Background Knowledge for Academic Achievement: Research on What Works in Schools. Alexandria, VA: Association for Supervision and Curriculum Development (ASCD), 2004.

Marzano, Robert, Jo Sue Whisler, Cheri Dean, and Jane Pollock. Research Into Practice Series: Effective Instructional Practices in the Classroom. Aurora, CO: Mid-Continent Research for Education and Learning (McREL), 2000.

Morretta, Teresa and Michelle Ambrosini. Practical Approaches for Teaching Reading and Writing in Middle Schools. Newark, DE: International Reading Association, 2000.

National Reading Panel. *Teaching Children to Read: An Evidence-Based Assessment of the Scientific Research Literature on Reading and its Implications for Reading Instruction.* Reports of the Subgroups. Washington, DC: National Institute of Child Health and Human Development, 2000.

Neuman, Mary and Sanjiv Rao*. Adolescent Literacy: Beyond English Class, Beyond Decoding Text.* Voices in Urban Education. Annenburg Institute for School Reform, Winter/Spring 2004.

Ogle, Donna and Camille L. Z. Blachowicz. *Beyond Literature Circles: Helping Students Comprehend Informational Texts*. In Comprehension Instruction: Research-Based Best Practices. Cathy Collins Block and Michael Pressley, Eds. New York: Guilford Press. 2002. 259-274.

Osborn, Jean, Fran Lehr, and Elfrieda Hiebert. *A Focus on Fluency: Research-Based Practices in Early Reading Series*. Honolulu, HI: Pacific Resources for Education and Learning, 2004. Available online <www.prel.org/products/re_/fluency-1.htm>

Osborn, Jean, Fran Lehr, and Elfrieda Hiebert. *A Focus on Vocabulary: Research-Based Practices in Early Reading Series*. Honolulu, HI: Pacific Resources for Education and Learning, 2004.
Available online <www.prel.org/programs/rel/vocabularyforum.asp>

Pearson, P. David. Dean-University of California, Berkeley. *Vocabulary Assessment*. Lecture/Powerpoint. Summer Institute in Reading. University of California- Berkeley, June 22, 2005.

Pearson, P. David and Nell K. Duke. *Comprehension Instruction in the Primary Grades*. In Comprehension Instruction: Research-Based Best Practices. Cathy Collins Block and Michael Pressley, Eds. New York: Guilford Press, 2002.

Pressley, Michael. *What Should Comprehension Instruction Be the Instruction Of?* In Handbook of Reading Research, Volume 3. Michael Kamil, Peter Mosenthal, P. David Pearson, and Rebecca Barr, Eds. Mahwah, NJ: Lawrence Erlbaum Associates, 2000.

Pressley, Michael, Richard Allington, Ruth Wharton-McDonald, Cathy Collins Block, Lesley Mandel Morrow. Learning to Read: Lessons from Exemplary First-Grade Classrooms. New York: Guilford Press, 2001.

Rasinski, Timothy. *Creating Fluent Readers: A Growing Body of Evidence Points to Reading Fluency as an Important Factor in Student Reading Success.* Educational Leadership. Association for Supervision and Curriculum Development, March 2004. 46-51.

Rasinski, Timothy and Nancy Padak. Effective Reading Strategies: Teaching Children Who Find Reading Difficult, Second Edition. Upper Saddle River, NJ: Merrill/Prentice Hall, 2000.

Sadler, Charlotte Rose. Comprehension Strategies for Middle Grade Learners: A Handbook for Content Area Teachers. Newark, DE: International Reading Association, 2001.

Shanahan, Timothy. *Assessing Reading Fluency*. Honolulu, HI: Pacific Resources for Education and Learning.
Available online <www.prel.org/programs/rel/assessing.asp>

Shanahan, Timothy. University of Illinois-Chicago. *The Role of Oral Reading Fluency in Literacy Development*. Lecture/Powerpoint. Summer Institute in Reading. University of California-Berkeley, June 20, 2005.

Stanovich, K.E. (1986). *Matthew Effects in Reading: Some Consequences of Individual Differences in the Acquisition of Literacy*. Reading Research Quarterly, 21, 360-406.

Tankersley, Karen. The Threads of Reading: Strategies for Literacy Development. Alexandria, VA: Association for Supervision and Curriculum Development (ASCD), 2003.

Torgeson, Joseph. Florida State University. *The Fluency to Comprehension Connection.* Lecture/Powerpoint. Reading First State Director' Meeting, Washington, DC.May 2005.

Torgeson, Joseph. Florida State University. *The Fluency to Comprehension Connection.* Lecture/Powerpoint. Nebraska Reading First Higher Education Conference. Cornhusker-Marriott, Lincoln NE, September 8, 2005.

Tovani, Chris. I Read It, But I Don't Get It: Comprehension Strategies for Adolescent Readers. Portland, ME: Stenhouse, 2000.

Underwood, Terry and P. David Pearson. *Teaching Struggling Adolescent Readers to Comprehend What They Read.* In Adolescent Literacy Research and Practice. Tamara Jetton and Janice Dole, Eds. New York: Guilford Publications, 2004.

Valencia, Sheila W. University of Washington. *The Rush for Oral Reading Fluency*. Lecture/Powerpoint. Summer Institute in Reading. University of California- Berkeley. June 22, 2005.